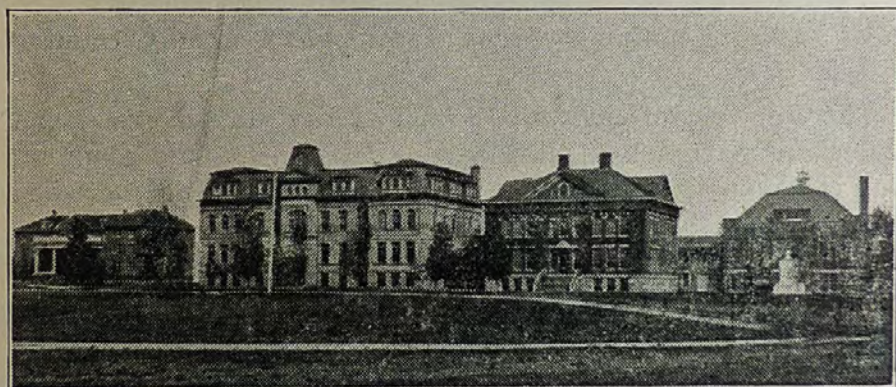


North Dakota State Normal  
and  
Industrial School  
**BULLETIN**

Ellendale, North Dakota



Demonstration Rural-School

BY

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and

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## FOREWORD

The State Normal and Industrial School presents this little bulletin as a contribution to the educational thought of the present. To those who believe in rural life and its enrichment this bulletin will be welcome.

While consolidated schools in country districts are rapidly increasing in number and that type is presumably nearest ideal, there will be a great number of one teacher schools thruout the country for another generation or more. In fact the majority of the people in many sections will have to depend for years upon the one room rural school for educational advantages. It has been the belief that a one teacher rural school could be made thoroughly efficient. The most modern equipments can be installed in any country district.

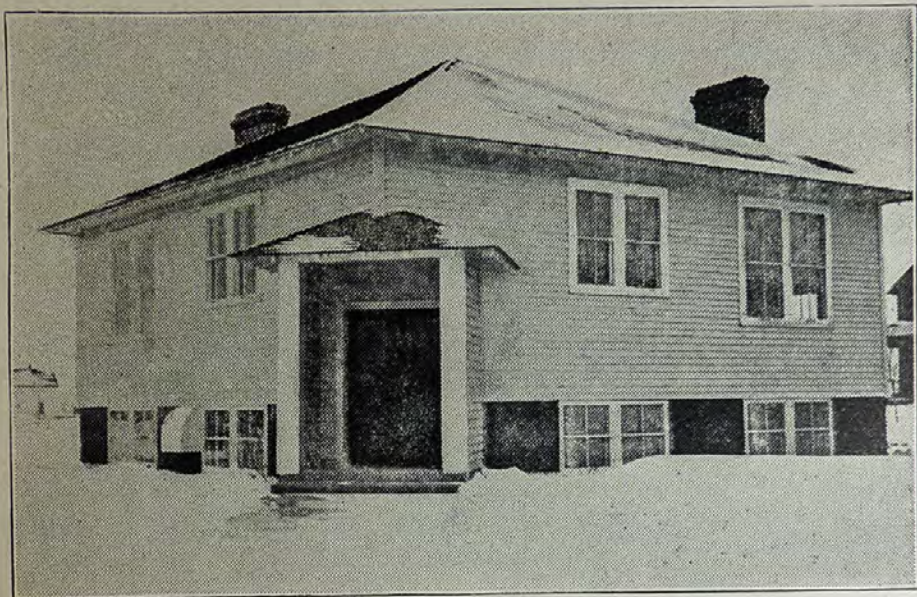
The Demonstration Rural School at the State Normal and Industrial School has filled a long felt need. The planning and consummation of such a school has been a long cherished hope, and much of the credit for its establishment and splendid efficiency is due to Professor O. E. Combellick, the director of the Normal Department, who has thought out in vision its possibilities, has drawn the plans and supervised its construction. To him the unique features should be credited.

On the installation of the school Miss Florence Marsh, a teacher experienced in the training school plans of Wisconsin, was secured to open the school. With a group of country children she has organized the school and worked out the course of study and general plans of the school as they now stand.

No claim is made that it is a perfect school either in its housing or its organization. It expects to improve. It is not so ideal but that any community can have all its advantages in any place where a one teacher school is demanded, and such a school will help enrich and complete the community-life where ever installed.

R. M. BLACK, President,  
State Normal and Industrial School.





## Demonstration Rural-School

The North Dakota Educational Directory for 1918-19, gives five thousand two hundred and seventy-three as the number of common schools in the state and over nine-tenths of these are one room rural schools.

In an attempt to serve these, more than four thousand seven hundred small institutions of learning the State Normal and Industrial School has erected upon its campus a building designed especially as a model for a one teacher school. In this is conducted our Demonstration Rural-School. The pupils are from the nearby farm homes. The subjects taught are those called for in our State Course of Study for the common schools.

An effort is made to so present these subjects that the pupils will have a preference for rural life and gradually become more efficient helpers in the duties the home must require.

### THE NEED

By those who have taken the trouble to investigate the educational conditions as they are at present, it is agreed that the greatest problem confronting our educators is the



rural situation, and it is of such vital concern that it behooves even the cities to espouse the cause of the country for "A house divided against itself cannot stand."

Students of educational economy realize that even the town and city approach their limits unless their foundations are broadened by improving rural conditions. The city has appropriated to itself all the advantages scholastically and socially that the surrounding rural districts can spare and still remain a support to this urban greatness. If our towns and cities are to have continued progress or even maintain their present state, it can be done only through a hand in hand co-operation with the adjacent rural communities.

In our efforts to respond to the urgent call for help in the rural districts, we came to a realization of an imperative need for a demonstration rural-school.

### CONFLICTING IDEALS

There is a desperate need for rural ideals among the American people and such must be instilled before rural betterment becomes a permanent reality.

"Where there is no vision the people perish."

In years of teaching for rural welfare the most baffling obstacle confronted has been the urbanized ideals which dominate students' thoughts and actions. The imitative instinct in human nature is so strong that almost unconsciously college graduates have shapen our secondary schools in the image of the college, while young people from these secondary schools have, in turn gone into the grades below and there tried to perpetuate the ideal.

When so large a percentage of rural teachers are city trained and enter the rural work with enthusiasm for education as they have seen and experienced it in their own school days, it seems more than probable that a large part of the cityward tendencies and aspirations of the rural youth of the nation, is due to the ideals instilled by teachers trained in city schools where sympathy for rural life is lacking and where city standards are emphasized.

Our normal graduates have been instructed in agriculture, home economics, and manual training suited to rural needs. They have been taught social leadership for rural life. The



concluding work in their professional training has been a course in observation and teaching. Opportunity for this work was found in the excellent city schools of Ellendale. In a splendid modern building, amply equipped and under the instruction of well qualified teachers, the students found the school organized, as it should be, according to city standards. Each teacher has but one grade and the industrial work is either omitted or presented by a special teacher.

Students who were to work in rural schools asked, in all seriousness, how to apply these standards in a rural school with one teacher for eight grades. Then students were sent on observation excursions to rural schools but the results were negative and only tended to magnify the problem as an impossibility. Wretched buildings with meager equipment and dissatisfied teachers overthrew all the theoretical schools constructed. The students returned determined to avoid the rural service and we were confronted with the necessity of making concrete an ideal for rural betterment.

### INSTITUTING THE SCHOOL

A school consisting of only rural children who daily return to their homes, and conducted by a competent teacher, in an efficient standardized building, was the goal.

To provide pupils, contracts were made with two near by small rural districts.

The building was designed as shown in the accompanying plans. Ground was broken August 6, and the building was dedicated December 19, 1917.

### THE BUILDING

In order to enclose the maximum space with the minimum material a square plan was chosen. An excavation 36 feet by 36 feet to the depth of  $3\frac{1}{2}$  feet below ground level was made. Within this excavation were set eight inch walls of concrete eight feet high which serve as the outer walls for the basement and foundation for the frame structure above. Outside of these walls the ground was graded up one foot so that they project above the surface three and one-half feet.

Above the basement the frame structure has twelve foot walls under a four slope one-fourth pitch roof.

## WALL STRUCTURE

The outer walls are of shiplap, tarred felt paper, and lapsiding, well backed between the studding with heavy rubberoid, while the inner walls are of lath and two coats of hard plaster.

## FLOORS

The main floors are of No. 1 common lumber beneath and hard maple above with paper between.

The entire basement has a four inch solid concrete floor.

## INSIDE FINISH

The building is finished in choice fir lumber. The doors and casings are stained and varnished a golden brown so as to reveal the natural grain of the wood. This with the deep cream tinted walls gives a very pleasing appearance inside.

## STORAGE ROOM

The basement and floor plans show clearly all parts of the building except the attic storage room just above the main entrance. This is entered from the book room by a small door in the wall above the cabinet table. This room is well floored and is very convenient for keeping materials used only on special occasions.

## STANDARDIZATION REQUIREMENTS

The laws and regulations for standardization as a state rural school require:

1. That the building shall have at least twelve square feet of floor space and two hundred cubic feet of air space for each pupil.

2. That ceilings shall be at least twelve feet in height.

3. That heating be either by basement plant or jacketed stove, installed so as to aid in ventilation.

4. That no wooden flue for ventilating purposes shall be used, and that ventilation must be thru a fresh air intake having a cross-sectional area of one square foot for every ten pupils to be accommodated. The air to be delivered at about six feet above the floor. The foul air exit must be of the same dimensions as the fresh air intake, and remove the foul air from the floor level bringing the air in contact with a heated body in order that it may move up and out.



5. That all exit doors shall open outwardly and shall, if double doors, be fastened with movable bolt operated simultaneously by one handle from the inner face of the door.

6. That light shall be admitted from the left or left and rear and the total light area be equal to twenty per cent of the floor space.

7. That at least 100 square feet of blackboard be provided.

### CAPACITY OF BUILDING

Twelve foot posts were used in the walls of the building but in order to increase the air space in the main room, which is twenty-three feet square, the ceiling was raised about two and one-half feet above the wall plates in the roof, thus making the main room large enough to lawfully accommodate thirty-five pupils.

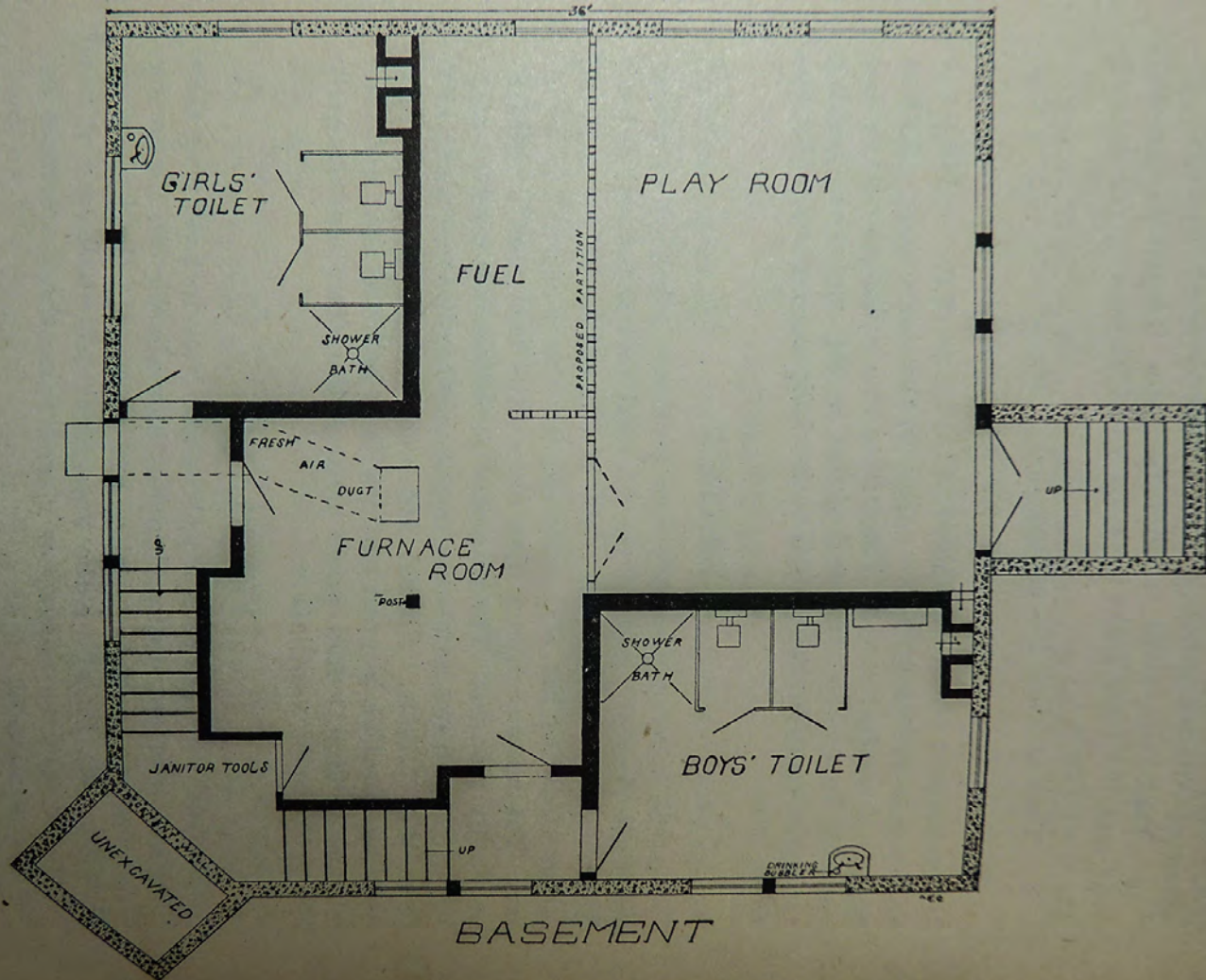
### HEATING

For the sake of economy, the building is heated by steam from the central plant of the Normal and Industrial School. There is, however, ample room in the basement for a plant, either steam or hot air, sufficient for the needs of the building. The accompanying plan shows the basement divided as originally planned. The proposed partition was omitted after it was deemed not advisable to put another heating plant here upon the campus. Should any community care to erect a building like this in open country it is believed that a hot air basement plant would prove most satisfactory and simplify the problem of ventilation.

### VENTILATION

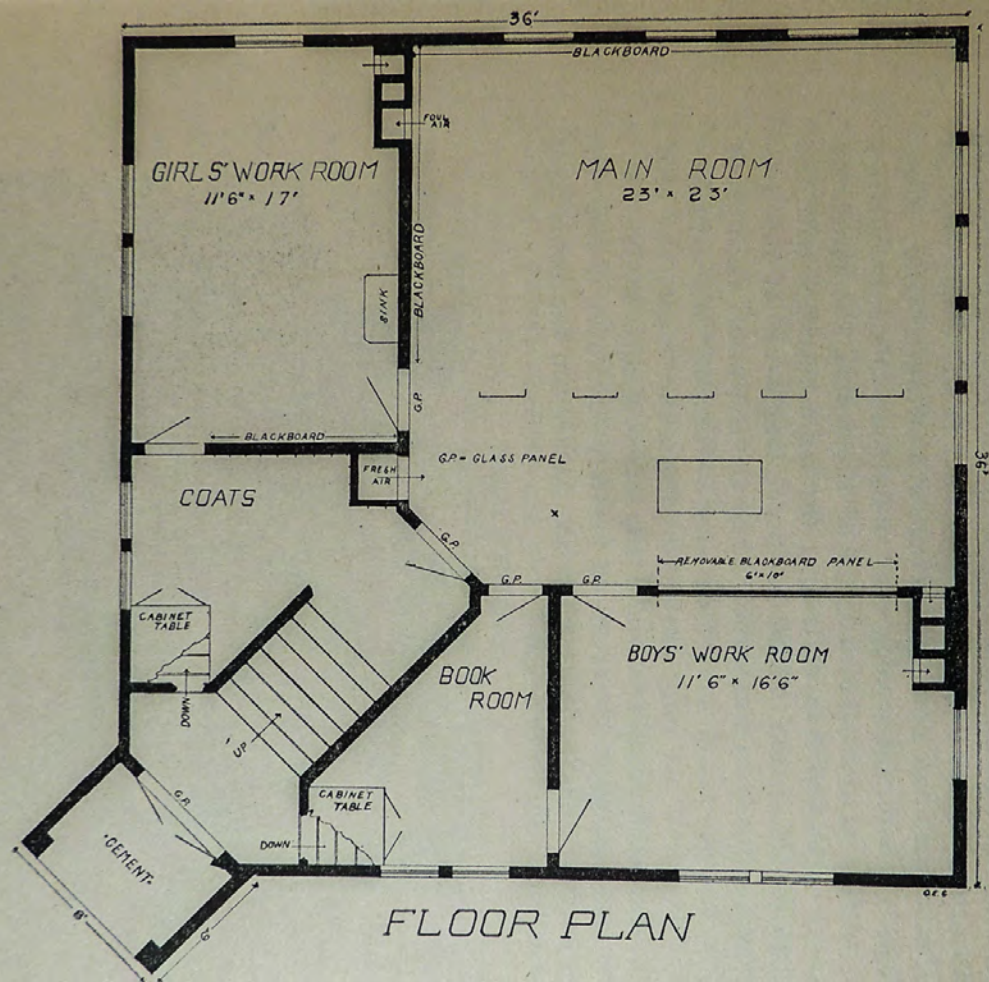
The fresh air intake is a galvanized iron duct running thru the west basement wall and under the main floor to the corner of the coat room where it rises and opens into the main room at a point six feet above the floor level. A small door at the outer end may be opened or closed from the main room by the adjusting cord.

The foul air ducts are the two brick chimneys each having three flues and a cross-sectional duct area of three square feet. Steam pipes and coils are provided for heating the air in the ventilating flues.



**Demonstration Rural-School**  
 State Normal and Industrial School, Ellendale North Dakota





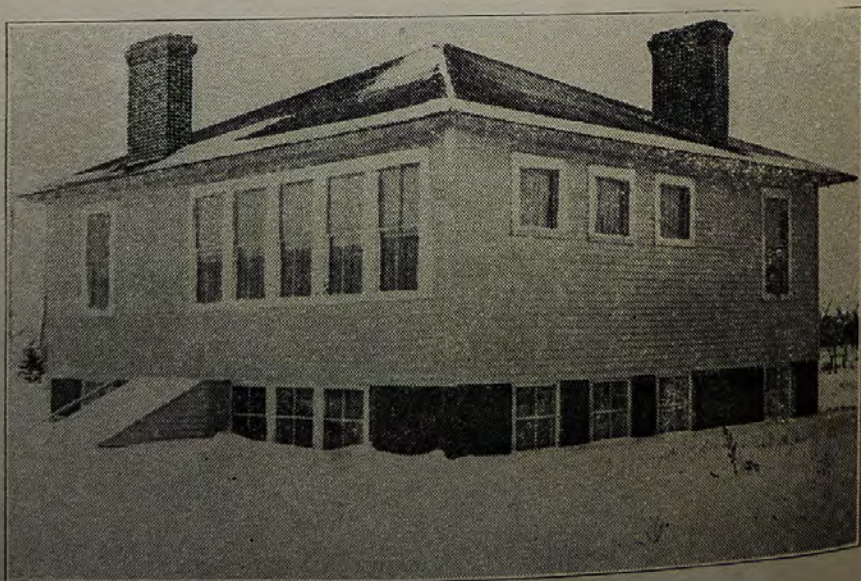
**Demonstration Rural-School**  
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## OPENINGS

A really unique feature of the building is the main entrance at the southwest corner. While varying from the time honored custom in school house architecture, this setting of the doors has some advantages to justify the choice of so placing them. In this northern climate a ground level entrance is much to be desired so as to avoid the dangers of icy steps during the long winter season.

Safety and the law both require that the doors be provided with fire latch and swing outwardly, but in the windy weather so common to our locality, the outward swinging door, unless properly guarded, becomes very dangerous to small children. To provide against the dangers of the winds, the porch six feet by eight feet was built over the main entrance with the ends entirely closed. Since the prevailing winds of this section are either from the northwest or the southeast and almost never a really hard wind from the southwest, this arrangement supplies, not only protection from the winds, but also a wind swept approach where the snow seldom drifts. Nor does the opening of the doors on a windy day cause a disturbing draft thru the building as is the case when the doors are placed squarely in one side.



Rear View of Demonstration Rural-School.



An outside entrance to the basement is found on the east side.

### ORIENTATION

This building has the advantage of having the principal light from the east. The rear view of the building shows the large quintuple window on the east and the three single sash windows on the north, providing thirteen square yards of lighting surface for the main room. This arrangement of having the main light from the east supplemented by small windows above the blackboard on the north is believed to be the choicest arrangement possible. The upper sashes of all windows on the east and south and both sashes in the toilet windows are of mazed glass. This glass diffuses the direct sunshine equally thruout the room so that there are no shadows even in the remote corners. Wherever needed, the windows are furnished with No. 1 Sanitary Roller shades, adjustable from both top and botton.

In hanging the windows the Pullman Sash Balance was used instead of weights so as to avoid the opennness around the windows so commonly caused by the boxes for the weights. Storm windows are provided for the entire building.

### BLACKBOARD

Chalk rails are set thirty-two inches from the floor and two hundred thirty square feet of Hyloplate blackboard are provided.

### TOILETS

The toilets are conveniently located in the basement. City water and drainage are used here because of objection to other systems within the city. It is not presumed, however, that the open country would have the advantages of running water and sewer drainage. Dry toilets could be installed with less expense, but if sufficient water for operating can be gotten from a well or cistern, the water flush system could still be used by the aid of a pressure tank or elevated reservoir placed in the basement, and a septic tank constructed outside to receive the drainage.

For the small community that may not care for the basement, most of the main plan can still be used even if inside toilets are desired.



By a change of opening, the book room could be made a second coat room, and within the two coat rooms divisions could be made for toilets. This would greatly reduce the total cost and still retain the essential features of the plan.

### SUPERVISION

The building is superior in arrangement for supervision. If the teacher takes her station near the part of the room marked x in the floor plan, she is not only in the customary place in front of the pupils but by simply turning can see into the girls' room, the cloak room, the book room and the boys' work room.

At the same time, while the teacher has this commanding view of the entire building, pupils who may be assigned industrial tasks in either work room are out of sight of all pupils seated in the main room. This feature is a decided advantage for it has been found exceedingly difficult to hold young pupils to the study of texts when others are doing industrial work in the same room and the professionally trained teacher knows that under such conditions the pupil works against a fundamental psychic law of child mind.

It was at first feared that the noise from the boys' work room immediately behind the teacher's desk would interfere with the work in the main room but we are glad to report no difficulty in this regard when the doors are closed. It should be observed that all doors in the main room have the upper panel of glass so that when the doors are closed the teacher can still see into all rooms.

It will be noted that the entrance to the main room is at the front instead of at the rear as in many of the older school buildings. This new arrangement is believed advantageous to both teacher and pupils and conducive to better order within the school. The coat room in the older type of building has been a source of trouble, and an effort has been made so to place it in this building that the teacher may readily know what is going on there and still be in her accustomed place and not cause the pupils to feel that a special effort has been made to watch their conduct.

### A COMMUNITY BUILDING

In planning this building the social needs of the community



were also borne in mind. The school house should be not only the educational center but also the social center of the community. The old fashioned school room with its stationary seats and desks, is about as undersirable and inconvenient as could be imagined for a social gathering of young people.

The movable Moulthrop chair-desk can be easily set aside or taken to another room thus making ample space for any social activities, such as games or dancing, that the young people may care to engage in.

The removable panel between the boys' work room and the main room is a feature by which provision is made for the larger gatherings of the community. When the entertainment is of a literary or musical character this panel is removed and the entire main room used for the audience. When crowded this room has held over one hundred people while the boys' room served as a platform for those appearing on the program. When the entertainment is of the nature of a play requiring costuming the book room serves nicely as a dressing room.

Thought too was taken of the common practice of serving refreshments at social gatherings. Facilities for carrying out this part of an entertainment will be readily seen in the equipment and convenient location for the Home Economics room.

It not infrequently happens that the rural school house is used for religious services on Sunday. This building provides not only for the preaching service but has especial advantages over the old type of school building for the Sunday School. Any one who has attended a rural Sabbath School of only three or four classes in a one room school house will readily appreciate the significance of five separate rooms for the religious instruction.

### FAVORABLE TO CONSOLIDATION

The question has been asked why the Normal and Industrial school does not place a standardized consolidated model before its students. We wish it definitely understood that we are thoroly in sympathy with consolidation and have that goal in mind when we propose this building. But our special effort has been to offer acceptable service in the field where there is the greatest need, in the four thousand seven hundred

one-room schools of North Dakota.

Any community that has this building in its midst is well in line for consolidation. A study of the plans will readily show that two or even three teachers could work to advantage in such a building. Whenever the attendance becomes large enough to require an assistant teacher there will be no question about having a place for her to work, and still if the attendance is small and only one teacher is needed, the building is so arranged that efficient use can be made of all parts by one teacher.

### COST

The year 1917 was as unfavorable time for building as will probably occur in the near future, but with all the high priced labor and materials the total cost of this excellent community building is not above that of many a farm dwelling that accommodates but a single family.

When a farmer will expend upon his dwelling from \$500.00 to \$1000.00 for each member of his household, surely the district should not hesitate to expend on the schoolhouse an average of \$150.00 to \$200.00 for each pupil it will accommodate.

The total cost of labor and material follows:

Lumber and hardware.....	\$1695.25
Cement, brick, plaster and sand.....	456.62
Labor .....	1313.21
Painting, tinting and varnishing.....	240.34
	<hr/>
	\$3705.42
Plumbing .....	\$516.01
Heating and ventilating.....	821.56
Furniture .....	281.23
Books and supplies.....	101.65
	<hr/>
	\$1720.45



## Special Activities

The Model Rural School Building is well planned for carrying on the newer activities of school life. The kitchen is well enough equipped for small cooking classes as well as affording adequate means of preparing the hot noon lunch; the boys' work room, too, which is in close proximity to the general assembly room, making it possible for a teacher to supervise work in both rooms at once, has sufficient equipment to do woodwork on a small scale as well as any other form of construction work.

### THE PLAYROOM

The Playroom is one of the attractive features of the building. It is large enough to be used for many kinds of indoor ball as well as the other indoor games. This room was not completed the first year, so the General Assembly Room was used for play at the noon hour. The seats, all of which are movable, were shoved to one side of the room. Student teachers had charge of the play at this hour, under the supervision of the regular gymnasium teacher. The special features of this noon hour period were folk dances, games, calisthenics, and walks across the country.

The noon lunch work was planned and prepared by the regular teacher with the assistance of the rural school pupils. Two pupils were usually appointed each day or for a week to help in the kitchen in preparing the lunch. Two others were appointed to wash the dishes. As a rule the regular teacher left the building after the lunch had been served and the student teacher, who was to direct the play hour took



Rural School Garden Club Giving Planting Demonstration  
Before Normal Students of the Summer School.

charge. But there were no activities carried on at this time, however, but those which a regular teacher could conduct. The pupils who served the lunch collected the dishes and then returned to their seats, so that all pupils were dismissed at the same time. A few moments were given the children at this time before beginning their play.

### CONSTRUCTION WORK

Construction work was carried on during the winter term. The classes consisted of all boys above the third grade. The aim in all of this work was to secure accuracy of measurement, so that when they worked with wood later there would be less waste of material.

Aside from glue, passe partout binding, and a little heavy bristol board, the material used was largely pick-up material so the cost was small.

#### A LIST OF THINGS MADE AND THE MATERIALS USED

1. Checker Boards. Heavy cardboard, in some cases two pieces of lighter weight were used. They were glued together and the edges were bound with passe partout binding. Squares, painted with water colors.
2. Checkers. Sawed from round stick, or dowels. Colored with ink.
3. Dominoes. Cardboard—left from checker boards.
4. Peg Boards. Waste pieces of boards. Shoe pegs used for the counters.
5. Ring Toss Game Board. Waste pieces of boards. Shoe pegs used for the counters.
6. Circle Markers. Cardboard.
7. Looms. Cardboard.
8. Set of Dry Measures. Building Paper.
9. Pamphlet Cases. Wood Bottoms and Cardboard Sides.
10. Rag Doll Corn Testers. Unbleached Sheeting.
11. Clock Faces. Cardboard.

### MANUAL TRAINING

In the spring the construction work was supplemented by Manual Training Work. While this work was in progress the classes met each day so that the work was consecutive.



The articles made were as follows:

Match Holders	Book Racks
Calendar Backs	Foot Stools
Flower Pot Stands	

The equipment used for Manual Training and Construction Work cost approximately \$40.00 and is as follows:

1 Double Bench, 7 ft. x 2 2-3 ft.	1 Brace
2 Coping Saw Handles and Saws	1 Screw Driver
1 Saw No. 30	2 Chisels, ¼ in.
1 Saw No. 70	2 Chisels, 3-8 in.
2 Bench Hooks	2 Chisels, 7-8 in.
2 Gauges	6 Sloyd Knives
2 Planes	1 Hammer
2 Try Squares	1 Eylet Punch
2 Auger Bits	

#### EQUIPMENT FOR KITCHEN

1 Cabinet Table.....	\$ 5.00
1 Three-burner Oil Stove.....	10.00
1 Oven .....	2.50
1 20 qt. Aluminum Kettle and Cover.....	3.85
1 Enamel Dipper .....	.35
1 Sink Strainer.....	.20
1 8 qt. Enamel Kettle and Cover.....	1.18
1 Pan.....	.30
1 Perforated Pan.....	.18
1 Masher.....	.10
1 Quart Measure.....	.10
1 Large Fork .....	.10
1 Large Spoon.....	.10
1 Vegetable Brush.....	.05
2 Paring Knives.....	.30
1 Can Opener.....	.10
2 Dozen Table Forks.....	1.75
2 Dozen Teaspoons.....	.60
2 10 qt. Dishpans.....	1.70
1 Covered Garbage Can.....	1.05
Total .....	\$29.51

## HOT NOON LUNCH

Most important among the school activities of the year, was that of the hot noon lunch. Before starting this work, the mothers were called together to discuss the matter. The main features discussed in the meeting were: 1. How to provide the material to be used. 2. To plan the work in such a way, so that the cost would not exceed two cents a day per pupil. It was finally decided that the food to be cooked should be brought from home and the pupil credited with whatever he brought at the regular market price. For instance, if a pupil brought three quarts of milk, he was credited with three quarts of milk valued at thirty cents. This would have given him a warm drink or some other hot dish at noon for fifteen days; but if there were three pupils coming from the same home, it would have given that family credit for only five days, or in other words they would have to furnish material three times as often as though only one child was in attendance from home.

In a few instances it was easier for the child to furnish money than to bring some food product.

Very little school time was used in the preparation of the lunch. Often the preparation was made in the morning or at recess either by the teacher or the pupils. Sometimes a pupil sat in the kitchen to study and was supposed to watch whatever might be cooking.

From the itemized list given below, you may see that our expense account for one month was \$7.20; eighteen pupils were served twenty times, making a total of 360 servings at an average cost of two cents apiece. This list also shows the kind of things served and the number of times that they were served during the month.

## NOON LUNCHEON EXPENSE FOR ONE MONTH

Rice .....	.50	Beans .....	\$ .40
Butter .....	.50	Potatoes .....	1.00
Cocoa .....	.30	Soup Bone.....	.25
Oat Meal .....	.20	Carrots .....	.10
Corn Starch .....	.15	Onions .....	.10
Salt .....	.10	Milk .....	3.10
Sugar .....	\$ .50		
		Total .....	\$7.20



## DISTRIBUTION OF SERVINGS

Cocoa .....	Servings	4
Soup Bone .....	Servings	2
Broth One Day		
Vegetable Soup, the next		
Baked Potatoes .....		3
Cream Potato Soup .....		2
Bean Soup .....		1
Baked Beans .....		1
Mashed Potatoes .....		1
Rice .....		4
Oat Meal .....		2
Total .....		20

## THE SCHOOL GARDEN

An attempt was made to have a school garden and potatoes enough were raised to furnish a sufficient amount for pupils noon lunch until Christmas this year. The land being freshly broken from prairie grass was too soddy to hoe and too hard to pull weeds out of, so that the rest of the garden was somewhat of a failure. It will probably not be as difficult a problem again, if the same land is cultivated and proper preparation is made for the seed bed.

## BOYS' AND GIRLS' CLUB

A Boys' and Girls' Club was organized toward the close of the school year under the supervision of the regular teacher and the District Club Leader. The projects undertaken were poultry, corn and pigs. A fifth grade girl chose pigs as her project and would have had her trip to Fargo had the meeting been held this year.

Ellendale was fortunate in having the Boys' and Girls' Club Week held here this year. At that time the Club gave two demonstrations. In one case they carried on a regular Club Program, consisting mostly of reports and stories of their different projects. In the second number, a demonstration team gave a demonstration in garden making before the summer school students of the Normal School. Members also had on display at this time patriotic posters and booklet covers and one pig and a brood of chickens.

Following is a story and a poem written for that occasion by two different members of the Demonstration School Club.

### THE STORY OF MY PIGS

My father said that I could have a pig to raise. He told me this before there was anything said about my entering a contest. He gave me one pig for my own and sold me another so now I have two pigs.

I intended to have only one pig but Mr. D. F. Mueller said one pig would get lonesome so I bought another pig.

They are Duroc Jersey pigs and were born April 12, 1918. I started feeding them May 24, 1918, or when they were seven weeks old. My father measured out some bran-shorts and some corn for me to feed them. Now I give them milk and bran-shorts. I run out of these so my father got some ground feed and measured some out for my pigs. I still have some corn left. I feed them one gallon of milk and one quart of ground feed mornings and evenings. At noon they are fed one gallon of kitchen wastes.

They weighed 25 pounds each at the end of seven weeks.

I weighed one of my pigs the twelfth of October and it weighed 175 pounds. The cost of the feed averaged \$38.12 for both of the pigs.

I was not able to show my pig at the Fair on account of the Influenza epidemic.

The feed that I fed them is as follows:

May 24—Bran-shorts; 25 pounds.

May 24—Corn on Cob; 1 bushel.

June 31—Ground feed; 25 pounds.

July 6—Ground feed; 25 pounds.

July 30—Bran; 25 pounds.

July 10—Corn on Cob; 1 bushel.

August 12—Bran; 25 pounds.

August 1—Shorts; 25 pounds.

From August 31st, I gave my pigs corn out of the field and it amounted to eight bushels. I have learned that milk and corn are good for pigs because it makes them fat. The feed I used averaged \$19.06 for one pig.

—Written by a Fifth Grade Girl.



### Another Song for the Club.

Golden tassels waving in the sun  
Tassels of the golden corn,  
And it will help to save  
Our gallant and brave  
And willing men.  
And our ways we will mend  
And we'll fight to the end.  
And the Kaiser of the Germans  
Shall no longer dress in ermines  
When we this great war win.

—Written by a Sixth Grade Girl.

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Spirit of the same girl the year following.

### A Song for Girls' and Boys' Clubs.

We are an army here to stay  
Throughout the whole of the U. S. A.  
Two million boys and girls together stand,  
Ready to help with willing hand.  
Last year the call was, "Win the War."  
Now gun and cannon fighting's o'er.  
But many are hungry over there.  
Of food we must send them a goodly share.  
And so with spade and rake and hoe,  
Again we to our work will go,  
Planting our various kind of seed  
And fighting the bug and worm and weed.

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### DAILY PROGRAM

The daily program is given lest some may have the impression that the newer activities consumed most of the school time. While this program may not meet a theoretical standard, it does show what actually met the demands of the teacher's technique for the particular group of twenty-one pupils working in seven grades of the common school course.

Begin	Time	Subject	Grades
9.00	10	*Opening Exercises	All
9.10	20	*Arithmetic	7, 8
9.30	10	Reading	2
9.40	10	Reading	3
9.50	15	Reading	4
10.05	25	Lit. (2) History (3)	5, 6
10.30	15	Recess	
10:45	20	Lit. (2) History (3)	7, 8
11.05	15	Numbers	2
11.10	10	Numbers	3
11.20	15	Arithmetic	4
11.35	15	Arith. (3) Geog. (2)	5, 6
11.50	10	Spelling	5, 6, 7, 8
12.00	15	Lunch	
12.15		Dismissal	
1.00	5	Opening	
1.05	5	Word Drill	2
1.10	15	Word Drill and Phonics	3
1.15	25	Grammar (3) Geog. (2)	7, 8
1.40	10	Reading	2
1.50	10	Reading	3
2.00	10	†Geography	4
2.10	15	†Language	5, 6
2.25	10	†Writing and Drawing	All
2.35	10	Recess	
2.45	5	Spelling	4
2.50	5	Phonics and Games	2
2.55	10	Language (3) Spelling (2)	3
3.05	10	Language	4
3.15	25	‡Agriculture (3) Phys. (2)	7, 8
3.40	20	‡Agri. (2) Phys. (3)	5, 6
4.00		Dismissal	

\*Manual Training—9.00 to 9.30. (6 weeks.) During Spring term.

†Construction and Hand Work, 2:00 to 2:35. (Six weeks.) During winter term.

‡Gardening, part of Agriculture in spring term.



The classes indicated on the regular program were discontinued while the Manual Training and Construction Work were in progress. Manual Training was given for a period of six weeks during the spring term. It was given thirty minutes on the program from 9:00 o'clock to 9:30. Those who did not participate in this work were given other work to be done either at their seats or at the blackboard.

The same amount of time was given to Construction and Hand Work as to Manual Training, only during this period all pupils were included in the class. You will note, however, that the time taken for these subjects was taken in different terms, so that there were the fewest number of regular subjects, possible, omitted at any one time.